

# Montana Title I, IIA and X Monitoring Tool



**2016-17**

Montana Office of Public Instruction

Revised 8/4/2016

<b>District:</b>	<b>LE:</b>
<b>County:</b>	
<b>Date:</b>	
<b>District Superintendent:</b>	<b>Phone:</b>
<b>OPI Title I Representative:</b>	<b>Phone:</b>

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## Common Compliance Areas REQUIRED FOR ALL MONITORING

### Common Compliance Areas

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
CC-A	Expenditures are being maintained at the LEA for each Title area. Expenditures are for allowable and approved activities. Expenditures supplement/not supplant state and local funds. 2 C.F.R. Part 200.400 & C.F.R. 200.404	Provide detailed expenditure report for each title area being monitored, which shows date, vendor, item description and amounts for current year and the prior two years.  <b>If the district is required to set-aside funds to provide services to Homeless or Neglected and Delinquent students enrolled in non-Title I schools please include a detailed report of how those funds were used.</b>	
CC-B	The LEA has conducted a federal audit. Audit findings have been addressed. 2 C.F.R. Part 200.400 & C.F.R. 200.404	Most recent audit  Evidence of audit corrections if needed  <b>Not Applicable if District does not meet required Federal funding threshold</b>	
CC-C	The LEA has a current inventory of any materials purchased with Title IA funds. This includes the specific location of the item.	LEA fixed assets inventory, this also includes laptops, computers, Smartboards, projectors, etc.	

## Common Compliance Areas REQUIRED FOR ALL MONITORING

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Common Compliance Areas</b>			
CC-D	Materials, supplies and equipment purchased with Title I-A funds are labeled as purchased with federal funds.	Verification done during onsite visit, or through a written assurance from the District.	
CC-E	<p>The LEA meets comparability requirements:</p> <ul style="list-style-type: none"> <li>• Policy to ensure equivalence among schools in teachers, administrators and other staff</li> <li>• Policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies</li> <li>• A District-wide salary schedule</li> <li>• Comparability established</li> </ul>	<p>Building Staff Plans with data that indicates which staff are included and excluded in the comparability calculation worksheets. Comparability calculations worksheets</p> <p><a href="http://www.opi.mt.gov/Programs/TitlePrgms/titlei a/?gpm=1_5">http://www.opi.mt.gov/Programs/TitlePrgms/titlei a/?gpm=1_5</a></p> <ul style="list-style-type: none"> <li>• Board adopted policy is in place and being implemented</li> <li>• District-wide salary schedule</li> </ul> <p><b>Not Applicable if only one school per grade span.</b></p>	
CC-F	The LEA ensures that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field or inexperienced teachers ESEA 1112(c)(L)	<p>Demonstrated analysis of data</p> <p>Evidence supplied in CC-J</p> <p><b>Not Applicable if only one school per grade span.</b></p>	

## Common Compliance Areas REQUIRED FOR ALL MONITORING

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Common Compliance Areas</b>			
CC-G	The LEA provides access to student directory information to military recruiters upon request.	Board adopted policy is in place and being implemented. (Not applicable for independent K-8 districts.)	
CC-H	The LEA requires employees supported wholly by Federal funds to complete a semi-annual certification. 2 C.F. R. Part 200.400 & C.F.R. 200.404	Copies of semi-annual certifications Copy of Staff Breakdown	
CC-I	The LEA requires employees supported in part by Federal funds to complete 'time and effort' reporting. 2 C.F.R. Part 200-400 & C.F.R. 200.404	Copies of personal activity report (PAR) Copy of Staff Breakdown	
CC-J	The LEA ensures that all teachers in the district, who are assigned to teach core subjects, are Highly Qualified. 1119(a)(c).	Highly Qualified Teachers List (TEAMS/TOE) Individual Teacher plans for those staff not HQ	(TEAMS/TOE report provided by the OPI-district does not need to include in the portfolio.)

## Common Compliance Areas REQUIRED FOR ALL MONITORING

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Private Schools</b>			
<b>Private School Participation (ESEA 1120)</b>			
<b>PS-A</b>	The LEA has complied with the requirements for consultation with private school officials in a timely manner. 1120(b), 2122(b), 5142(a), 9501	Copies of letters and communication sent to private schools. Copy of written affirmations signed by private school officials that consultation occurred	
<b>PS-B</b>	The LEA provided services to private schools students and teachers in an equitable manner based on the needs of the private school desiring to participate. 1120(a), 5142(a), 9501	Description of services provided to private schools Copy of agreements pertaining to provided services Review of selection process for Title IA services to private school students including assessment information The only service provided to private schools by Title IIA is high quality professional development to teachers of core subjects Description budgeting process used by district to ensure equitable access to services	
<b>PS-C</b>	The LEA provided opportunities for teachers of participating private schools to participate, on an equitable basis, in professional activities. 1120(a), 2122(b), 5142 (a), 9501	Documentation of private school teachers' participation in professional development activities	

## Common Compliance Areas REQUIRED FOR ALL MONITORING

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Private School Participation (ESEA 1120) Continued...</b>			
<b>PS-D</b>	The LEA maintains records of its effort to resolve any complaints made by private school representatives. 9501, 9503	Copy of complaint procedure Evidence that complaint procedure has been shared with private schools Documentation of communication with private schools regarding complaints	
<b>PS-E</b>	The LEA retains control of and includes an inventory of fixed assets for all equipment purchased with funds for private schools. 2122 (b)	LEA fixed assets inventory for each private school Evidence of communication with private schools	
<b>PS-F</b>	Services provided to private school children were provided by employees of the LEA or contracted by the LEA. 1120(d)	Contracts of individuals providing services to private school children	
<b>PS-G</b>	The LEA established an assessment to measure the effectiveness of the Title IA program against the agreed upon standards established in the consultation. 1120(b)(1)(D)	Completed copy of program evaluation  Description of the program modifications, if any, that will be made if the annual progress is not met.	

## Common Compliance Areas REQUIRED FOR ALL MONITORING

### Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Parental Right-to-Know (ESEA 1111)</b>			
IA-A	At the beginning of each school year, the local educational agency (LEA) notified parents in all Title I-A served buildings that they may request information regarding the professional qualifications of the student's classroom teachers. 1111(h)	<p>Samples of parent notification disseminated by the LEA for each Title I-A building, in multiple languages as applicable.</p> <ul style="list-style-type: none"> <li>• District website</li> <li>• District newsletter</li> <li>• Parent handbook</li> </ul> <p><b>Note: School newsletter is not acceptable</b></p>	
IA-B	The LEA provides timely notice to parents of students in Title I-A served schools if the child has been assigned to be taught, or has been taught for four or more consecutive weeks by a teacher who is not Highly Qualified (as defined by ESEA)	Samples of notification in multiple languages as applicable	
IA-C	The LEA provides information on the level of achievement of the parent's child in each of the state academic assessments. 1111(h)	Samples of individual student statewide assessment scores provided to parents. <b>(Please protect confidentiality.)</b>	

**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Schoolwide Program Criteria (ESEA 1114)</b>			
<b>IA-D</b>	The schoolwide plan is reviewed and revised by the school. 1114 (B)(iii)	Annual evaluation process and tool used for each school	
<b>IA-E</b>	<p>School completes a year of planning in consultation with the LEA and/or state support team for Schoolwide plans/programs, including documentation that indicates development/ revision and implementation of a schoolwide plan that meets the 10 component requirements</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in ESEA 1111(b)(1).</li> </ul> <p>Continued...</p>	<p>If there are non-Title I schools located in the district, the Schoolwide Plans must include processes to provide services to Homeless and Neglected &amp; Delinquent students who may be enrolled in those schools. Plans must include a method for identifying these students. Students who have been identified as homeless or as neglected (living in a group home for children in the custody of Child and Family Services) must be identified in AIM. Provide evidence that the district is aware of, and regularly communicates with, local homeless shelters or group homes to identify children eligible for Title I services.</p>	<p><b>(Provided by the OPI-district does not need to include in the portfolio.)</b></p> <p>(This information will be pulled from the AIM system by the OPI–district will need to verify that students have been properly identified and that current data has been uploaded to the state system.)</p>



**Common Compliance Areas  
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**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Schoolwide Program Criteria (ESEA 1114)</b>			
IA-E cont'd	<ul style="list-style-type: none"> <li>• Schoolwide reform strategies based on scientific research that strengthen the core academic program, increase the amount and quality of learning time and include strategies to address the needs of low-achieving students.</li> <li>• Instruction by Highly Qualified teachers as defined by federal law</li> <li>• High quality, on-going professional development based on scientifically-based research for teachers, principals, instructional paraprofessionals, and if appropriate, pupil services personnel, parents and other staff in accordance with ESEA 1119.</li> <li>• Strategies to attract Highly Qualified teachers to high-need schools</li> <li>• Strategies to increase parental involvement, such as family literacy services in accordance with ESEA 1118.</li> <li>• Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs</li> </ul>		

**Common Compliance Areas  
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**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Schoolwide Program Criteria (ESEA 1114)</b>			
IA-E cont'd	<ul style="list-style-type: none"> <li>• Measures to include teachers in the decisions regarding the use of the SBAC and other assessments to improve the achievement of individual students and the overall instructional program (e.g. using data to inform instruction); academic assessments described in ESEA 1111 to provide information on and to improve the achievement of individual students and the overall instructional program</li> <li>• Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by ESEA 1111(b)(1) are provided with effective and timely additional assistance</li> <li>• Coordination and integration of federal, state and local services and programs including all titles in ESEA, violence prevention, nutrition, and house programs, Head Start, adult education, vocational and technical education and job training. ESEA 1114 (b)</li> </ul>		

**Common Compliance Areas  
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**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Targeted Assistance Schools (ESEA 1115)</b>			
IA-F	All children served by Title I in a Targeted assistance building are found eligible using multiple academically related, objective criteria. ESEA 1115(b)	Targeting criteria used to identify students for services Targeting List <b>(Please protect confidentiality)</b>	
IA-G	Documentation supports the component requirements. A Targeted Assistance School Program: • All children served by Title I-A in a Targeted assistance building are found eligible using multiple academically related, objective criteria. Homeless, Neglected & Delinquent, and Migrant children are automatically considered. Homeless and Neglected & Delinquent children are eligible regardless of their attendance area. Neglected & Delinquent children must receive Title I A services regardless of academic eligibility or school of enrollment.	Current Targeted Assistance Plans . (Targeted Assistance Plans must specifically address how the school will identify homeless and Neglected & Delinquent youth.)  <i>(If there are non-Title I schools located in the district the Targeted Assistance Plans must include processes to provide services to Homeless and Neglected &amp; Delinquent students who may be enrolled in those schools.)</i>	<b>(Provided by the OPI-district does not need to include in the portfolio.)</b>  <b>(This information will be taken from the AIM system by the OPI–district will need to verify that students have been properly identified and that current data has been uploaded to the state system.)</b>

**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Targeted Assistance Schools (ESEA 1115)</b>			
IA-G Cont'd	<ul style="list-style-type: none"> <li>• Coordinates and supports the regular education program, which may include assisting preschool children in the transition from early childhood programs like Head Start, Even Start, Early Reading First or preschools run by state or LEA funds</li> <li>• Incorporates Title I planning into existing school planning; building completes a needs assessment of the entire school that is based on the achievement of children in relation to state academic content and achievement standards.</li> <li>• Uses Title I resources to help participating children meet the state student academic standards expected for all children in reading and mathematics</li> </ul>	<p>Students who have been identified as homeless or as neglected (living in a group home for children in the custody of Child and Family Services) must be identified in AIM.</p> <p>Please provide evidence that the district is aware of, and regularly communicates with, local homeless shelters or group homes to identify children eligible for Title I services.</p>	

**Common Compliance Areas  
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**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Targeted Assistance Schools (ESEA 1115)</b>			
IA-G Cont'd	<ul style="list-style-type: none"> <li>• Uses effective methods and instructional strategies that are based on scientific research that give primary consideration to providing extended time (such as extended school year, before and after-school programs, and summer programs), helps provide an accelerated, high quality curriculum, and minimize removing children from the regular classroom during regular school hours for Title I instruction</li> <li>• Coordinates and integrates federal, state and local services including program supported under ESEA, violence prevention, nutrition , and housing programs, Head Start, adult education, vocational and technical education and job training</li> <li>• Provides strategies to increase parental involvement requirements</li> <li>• Provides sufficient professional development opportunity with Title I and other resources, if possible, for teachers, principals, paraprofessionals, other appropriate pupil services staff, and parents, especially to enable non-Highly Qualified teachers and paraprofessionals to become Highly Qualified according to the federal definition. ESEA 1115(c)</li> </ul>		

**Common Compliance Areas  
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**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Identification of Schools in Title I School Improvement Status (ESEA 1116)</b>			
IA-H	<p>The LEA provides all students enrolled in a school in improvement the option to transfer to another school in the LEA not in improvement status giving priority to the lowest achieving children from low income families. 1116(b)(1)(E) The LEA promptly provides parents (in an understandable format and language parents can understand) of each student enrolled in a school identified for school improvement, corrective action or restructuring:</p> <ul style="list-style-type: none"> <li>• An explanation of what the identification means; how the school compares academically with other similar schools</li> <li>• The reason for the identification</li> <li>• An explanation of what the school is doing to address the problem of low achievement</li> <li>• An explanation of what the LEA and SEA is doing to help the school address the achievement problem</li> <li>• An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified</li> </ul>	<p>Letters and/or communication sent to parents, in multiple languages as applicable.</p> <p>Provide counts of students who applied and transferred. Also provide information as to where they transferred.</p>	

**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Identification of Schools in Title I School Improvement Status (ESEA 1116)</b>			
IA-H cont'd	<ul style="list-style-type: none"> <li>An explanation of the parents' option to transfer their child to another public school not in improvement status within the LEA with transportation provided or to obtain SES. 1116 (b)(6)(A-F)</li> </ul>		
IA-I	The LEA has a peer review process to review and approve the school plans. 1116 (b)(3)(E)	Documentation of the peer review process including timeline	
IA-J	The LEA provides technical assistance to schools in improvement status that includes: <ul style="list-style-type: none"> <li>Data analysis</li> <li>Identification and implementation of strategies</li> <li>Budget analysis 1116 (b)(4)(B)(i-iii)</li> </ul>	Documented implementation of technical assistance plan  List of activities provided with dates, agendas and attendees	<b>(Title I School-level Improvement plan document provided by the OPI-district does not need to submit with the portfolio.)</b>
IA-K	The LEA bases its technical assistance to schools in improvement status on scientifically based research	Documentation of process to identify programs/strategies based on scientifically based research	
IA-L	The LEA has made SES available to students in schools which are in year two or beyond in school improvement status	Copies of Letters  Samples of Service Provider Contracts  <b>Not applicable for schools in first year in School Improvement unless Public School Choice is not an option.</b>	

**Common Compliance Areas  
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**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Identification of Schools in Title I School Improvement Status (ESEA 1116)</b>			
IA-M	The LEA has set aside at least 10% of the school's Title I allocation for professional development. 1116(b)(3)(A)(iii)	Financial records showing total expenditures for professional development as approved in E Grants	
IA-N	The school ensures teachers use instructional strategies that are reflected in the professional development activities outlined in the school improvement plan. 1116(b)(4)(B)(ii)	Documentation of Professional Development in Instructional Strategies. Evidence that teachers are implementing these strategies • Walkthroughs • Peer to Peer observations • Teacher reflection	
IA-O	The LEA assists the school in implementing the evaluation process as described in the school improvement plan. 1116(b)(3)(A)(v) 1116(a)(I)(D)	Documentation of the LEA process for monitoring and evaluating the school improvement plans	
<b>Identification of LEAS in Title I School Improvement Status (ESEA 1116)</b>			
IA-P	The LEA has a revised, not later than 3 months after identification, a continuous improvement plan in consultation with parents, school staff and others that: • Incorporates scientifically based research strategies that strengthen the core academic program • Identifies actions that have the greatest likelihood of improving the achievement of participating children	Documentation of progress toward implementing strategies in School Improvement Plan (SIP).  Documentation of professional development activities district-wide that address the academic needs of students as identified in the SIP.	<b>(Title I District-level Improvement plan document provided by the OPI-district does not need to submit with the portfolio.)</b>



**Common Compliance Areas  
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**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
IA-P cont'd	<ul style="list-style-type: none"> <li>• Addresses the professional development needs of the instructional staff by committing to spend not less than 10% of the Title I funds</li> <li>• Includes specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data</li> <li>• Addresses the fundamental teaching and learning needs in the schools and the specific academic problems of low-achieving students, including a determination of why the LEA's prior plan failed to bring about the increased student achievement</li> <li>• Specifies the responsibilities of the SEA and LEA including the technical assistance to be provided by the SEA</li> <li>• Includes strategies to promote effective parental involvement in school 1116(c)(7)(A)(i-viii)</li> </ul>	<p>Documentation of alignment between professional development activities and goals/strategies indicated in the SIP</p> <p>Documentation of requests for support from OPI or the USED indicating the need and the types of support that are desired or have been provided</p> <p>Documentation of involvement by parents in implementing and evaluating the plan</p>	
<b>Parental Involvement (ESEA, 1118)</b>			
IA-Q	The LEA policy is developed with the parents, agreed upon by the parents and disseminated to parents of Title I and Migrant participating students, 1118 (a).	<p>Description of policy development including how parents were involved.</p> <p>Evidence of dissemination to parents</p>	

**Common Compliance Areas  
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**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Parental Involvement (ESEA, 1118) Continued...</b>			
IA-R	There is an LEA policy containing all of the required elements that are reviewed annually with input from parents, 1118 (a).	Copy of the LEA parent involvement policy Evidence of annual review process taking place with input from parents	
IA-S	Each school building has a parent involvement policy (plan). The plan is made available to the local community and is updated periodically, 1118(a).	Copy of building parent involvement plan  Evidence of dissemination to parents  Evidence of review process taking place	
IA-T	The LEA reserves no less than 1% of its Title I-A allocation (if over \$500,000) for parental involvement activities, including promoting family literacy and parenting skills. 1118(a)	Evidence that funds are used to promote parent involvement <b>Not Applicable if District receives less than \$500,000 in Title IA</b>	<b>(Provided by the OPI-district does not need to include in the portfolio.)</b>

**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Parental Involvement (ESEA, 1118) Continued...</b>			
IA-U	An annual meeting is convened to inform Title I and Migrant parents of their school's participation in Title I and to explain Title I requirements and the right of parents to be involved. 1118(c)	Evidence of annual meeting: announcements, meeting agenda, sign in sheets, etc.	
IA-V	Each Title I school develops, in partnership with Title I and Migrant parents, a school parent compact. School distributes compact to parents annually. 1118 (d)	Description of annual review process and timeline. Evidence of distribution process:  copies of compacts, meeting agenda, sign in sheet	
IA-W	Building capacity for involvement: Each school shall provide assistance, materials, and training to Title I parents to help build capacity for their involvement 1118(e)	Description and timeline of activities including copies of materials, training agendas, sign in sheets, etc.	
<b>Qualifications for Teachers and Paraprofessionals (ESEA 1119)</b>			
IA-X	The LEA ensures that all core academic subject teachers who teach in a Title I SWP or are paid from Title I funds in a TAS program are highly qualified, 1119 (a).	List of teachers in each Title IA building including teaching assignment. Remaining evidence is supplied in CC-J	

**Common Compliance Areas  
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**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Qualifications for Teachers and Paraprofessionals (ESEA 1119) Continued...</b>			
IA-Y	The LEA ensures that all instructional paraprofessionals, who work in a Title I SWP or are paid from Title I funds in a TAS program are highly qualified at the time they were hired, 1119 (c).	SWP: List of all paraprofessionals with documentation of how and when HQ status achieved – regardless of funding source.  TAS: List of all paraprofessionals, paid in whole or part with Title I-A funds, with documentation of how and when HQ status achieved	
IA-Z	Instructional Paraprofessionals must be under the direct supervision of a licensed teacher, 1119 (g).	Paraprofessional schedule including where instruction is provided and the HQ instructor supervising during each instructional session	<b>(TEAMS/TOE report provided by the OPI-district does not need to include in the portfolio.)</b>
IA-AA	The principal of a Title I school attests, annually, in writing, to the highly qualified teacher and instructional paraprofessional requirements 1119 (i)	Copies of written attestations at both LEA and school	

## Common Compliance Areas

### REQUIRED FOR ALL MONITORING

#### Title I-A Improving the Academic Achievement of the Disadvantaged Continued...

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Title X McKinney-Vento Homeless Act – Regular Program (Required for all Districts)</b>			
<b>MV-A.1 policies</b>	The LEA has reviewed and revised policies and procedures that could act as barriers to the enrollment, attendance, and success of homeless children and youth. Remaining policies or procedures that are potential barriers for homeless children and youth are being addressed. Title X, Sec. 722 (g) 7	Copies of all school board, district, and school policies which address the educational needs of homeless students including dates of adoption.	
<b>MV-A.2</b>	The LEA has procedures in place to identify homeless children and youth, and to document attendance and success in school. Describe the district's eligibility and identification procedures, and the district's definition of homeless eligibility. State the types of documentation used to record and report the number of homeless students in the schools, and the services received. Provide copies of the residency questionnaire and other forms used in the enrollment process.	Copies of district policy regarding the identification of homeless children and youth.  Copies of staff handbooks and student handbooks.  Copies of district or school documents; residency questionnaires, enrollment forms, proof of immunization forms, referral for services forms, or other documentation which provides evidence of a method to determine the housing status of students.	

**Common Compliance Areas  
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**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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**Title X McKinney-Vento Homeless Act – Regular Program (Required for all Districts) Continued...**

MV-A.2 cont'd	<p>Give the procedures in place to document timely transfer of academic and health records to and from other schools and school districts. Describe or explain the procedures for obtaining records (birth certificates, immunization records, Social Security cards).</p> <p>State the processes in place to ensure that homeless students are enrolled immediately upon seeking admission, and who is responsible for enrolling the student. If school personnel, describe how the paperwork is processed and tracked? List outreach activities that are in place to identify homeless, unaccompanied youth.</p> <p>Describe outreach activities for purposes of identifying other students who may be “under the radar”. Title X §722 (g)1</p>	<p>Proof of outreach activities may include agendas from meetings with service providers, copies of posters or brochures used to inform students and the general public, or a list of locations within the community where outreach materials are located.</p>	
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**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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**Title X McKinney-Vento Homeless Act – Regular Program (Required for all Districts) Continued...**

<b>MV-A.3</b>	Parent handbooks include an explanation of the rights of homeless students protected by the McKinney-Vento legislation. Parents of homeless students have been provided with encouragement and support to attend parent meetings and school events and to become involved in their child's education. Title X § 722 (g) 6	Copies of the student handbook or other letters or documents given to all parents explaining the rights of homeless students.  Documentation of parental involvement in educational activities, including meeting agendas, letters, or other evidence of outreach to homeless parents.	
<b>MV-A.4</b>	The district has a process for the resolution of disagreements about eligibility, placement, transportation, and other homeless program services. The procedure includes a written description of the rights of homeless families and youth to appeal decisions made by the LEA, and a clear explanation of the appeal process including the continuation of services during the appeal. Title X, Sec. 722(g)(3) E	Copies of the district's dispute resolution form, or copies of the staff and parent handbook explaining how parents may dispute the district's decision regarding the determination and placement of a homeless child.	

**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Title X McKinney-Vento Homeless Act – Regular Program (Required for all Districts) Continued...</b>			
<b>MV-B.1 liaison</b>	The LEA has designated a Homeless Liaison to assist homeless students in enrolling and succeeding in school. The LEA has informed school personnel, local service providers, and advocates of the office and duties of the Homeless Liaison. Title X §722 (g)(6) (b) §722 (g)(A)	TEAMS/TOE  Copies of staff handbook, agendas from staff meetings or trainings, professional development agendas, other evidence of meetings with local service providers.	(TEAMS/TOE report provided by the OPI-district does not need to include in the portfolio.)
<b>MV-B.2</b>	The Homeless Liaison coordinates and collaborates with other local liaisons and the State Coordinator. Title X §722 (g)(6)(C)	Copies of emails or communication between the Homeless liaison and other local liaisons regarding transportation, student transfers, area resources, or other regional issues affecting homeless families and students.  Copies of emails, newsletters, or other communication between the Homeless Liaison and the State Coordinator regarding homeless students, issues, or program questions.	



**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Title X McKinney-Vento Homeless Act – Regular Program (Required for all Districts) Continued...</b>			
<b>MV-B.3</b>	Agencies providing emergency, temporary, or transitional housing to families and youth located in the school district have been identified. The district/school has a list of these shelters. The Homeless Liaison communicates routinely with shelter providers to facilitate enrollment, attendance, and success in school for homeless students. Title X § 722 (g) 6	The LEA must provide a list of all shelters which may provide services to families and children enrolled within the district.	
<b>MV-C.1 program</b>	Program activities have been designed and implemented to ensure that homeless students are enrolled in school and receiving access to Title I and other support services regardless of school of attendance. Describe the process for ensuring free/reduced meals.  Program activities have been designed and implemented to ensure that homeless students are enrolled in and have access to CTE programs and gifted and talented programs.	Copies of the overall Title I plan which includes a method for identifying and serving homeless children, including services to homeless children enrolled in non-Title I schools (if applicable).  Copies of school board policies or staff handbooks which describe a plan to provide services to homeless students.	<b>(Provided by the OPI-district does not need to include in the portfolio.)</b>

**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Title X McKinney-Vento Homeless Act – Regular Program (Required for all Districts) Continued...</b>			
<b>MV-C.1 program cont'd</b>	What transportation services are provided to ensure that students may remain in their school of origin when that is the choice and is feasible? Procedures are in place for accessing Head Start, and preschool programs administered by the district. Title X, Sec. 722 (g) 1	Copies of memos or documents used to inform school nutrition services and transportation services of homeless children.  Proof of collaboration with Head Start or other pre-school programs which serve homeless families and children.	
<b>MV-C.2</b>	Public notices of the educational rights of homeless children and youth have been routinely disseminated by the LEA in places where families and youth are likely to be present (schools, shelters, community agencies, soup kitchens), and in language and readability levels that accommodate community needs. Title X § 722 (g) 6	Copies of all outreach materials including a list of the locations where such materials can be found in the community.	

**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Title X McKinney-Vento Homeless Act – Sub-grantee Program Only</b>			
<b>MV-A.5 policies</b>	The LEA has reviewed and revised policies and procedures that could act as barriers to the enrollment, attendance, and success of homeless children and youth. Remaining policies or procedures that are potential barriers for homeless children and youth are being addressed. Title X, Sec. 722 (g) 7	Evidence that current policies have been reviewed within the last three years and revised as necessary, including the dates of review and revision.	
<b>MV-B.4 liaison</b>	The LEA has designated a Homeless Liaison to assist homeless students in enrolling and succeeding in school. The LEA has informed school personnel, local service providers, and advocates of the office and duties of the Homeless Liaison. Title X §722 (g)(6) (b) §722 (g)(A)	Evidence that the designated liaison has the capacity to adequately provide all services and program activities outlined in the LEA's current McKinney-Vento application.	
<b>MV-B.5</b>	Agencies providing emergency, temporary, or transitional housing to families and youth located in the school district have been identified. The district/school has a list of these shelters. The Homeless Liaison communicates routinely with shelter providers to facilitate enrollment, attendance, and success in school for homeless students. Title X § 722 (g) 6	Copies of agendas, minutes, or other proof of meetings with shelter providers.	

**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Title X McKinney-Vento Homeless Act – Sub-grantee Program Only Continued...</b>			
<b>MV-B.6</b>	The Homeless Liaison participates in state and/or national professional development sessions held to educate homeless personnel. List the specific events/dates for these professional development activities. Title X, Sec 722 (g) 6 (b)	<p>Certificates of training from NAEHCY, NCHE, or other national level training providers for homeless education.</p> <p>OPI renewal units for workshops addressing the needs of homeless students.</p> <p>Evidence of attendance at conferences or workshops which address the needs of homeless children and families.</p>	
<b>MV-C.3 program</b>	Public notices of the educational rights of homeless children and youth have been routinely disseminated by the LEA in places where families and youth are likely to be present (schools, shelters, community agencies, soup kitchens), and in language and readability levels that accommodate community needs. Title X § 722 (g) 6	Copies of agendas or minutes from meetings which included community providers who work with homeless families and children.	

**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title I-A Improving the Academic Achievement of the Disadvantaged Continued...**

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
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**Title X McKinney-Vento Homeless Act – Sub-grantee Program Only Continued...**

<b>MV-C.4</b>	Describe progress and dates of McKinney-Vento Authorized Activities as specified in your McKinney-Vento Sub-grant application. The McKinney-Vento sub-grant project been monitored by the OPI.	Brief summary of all activities including timelines and expenditures, as outlined in the LEAs current McKinney-Vento application. Copies of action plans, call logs, or other case management notes may be submitted. All names and identifying information should be removed per FERPA.	
<b>MV-C.5</b>	<p>Program activities have been designed to ensure that homeless students are succeeding in school and receiving full access to Title I and other services regardless of school of attendance. Procedures are in place to support academic success: tutoring, after school, or summer programs. The district collects and reports academic proficiency data to the state.</p> <p>The district monitors how homeless students are performing on state and local measures of student achievement. Title X - §722(G)1</p>	Copies of academic proficiency data, including graduation rates for homeless youth, standardized test scores, or other evidence that the district monitors the academic success of homeless children. Program plans for tutoring or other out of school time programs aimed at supporting the academic success of homeless children.	

**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title II-A Improving Improving Teacher Quality**

1. If all schools in the district run a schoolwide program, and all Title II funds are combined in a schoolwide program, do not complete this section.
2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.
3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Title II-Part A</b>			
IIA-A	LEA has a description of how teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in planning Title II-A funded activities. 2122 (b)	Brief description of planning process and persons involved.	
IIA-B	A needs assessment was conducted with the involvement of teachers in all core subjects and grade level, including Title I-A teachers. 2122 (c)	List of positions of teachers included in needs assessment	
IIA-C	LEA has a professional development plan, which includes the description of the results of the needs assessment. 2122 (c)	This plan is part of the CSIP	<b>(CSIP report provided by the OPI-district does not need to be included in the portfolio.)</b>
IIA-D	Professional development activities of sufficient duration and intensity to have a positive and lasting impact on student academic achievement in the classroom were implemented. 2123 (3) and 9101 (34)	Agendas for trainings Sign-in logs for professional development training. Completed evaluations.	
<b>Local use of Funds (ESEA 2123)</b>			
IIA-E	All teachers whose salary is paid from Title II-A funds for class size reduction are highly qualified to teach in the areas to which they have been assigned. 2123 (a) (7)	List of teachers hired with Title II-A funds to reduce class size, grade level, and licensure information.	

**Common Compliance Areas  
REQUIRED FOR ALL MONITORING**

**Title II-A Improving Improving Teacher Quality**

1. If all schools in the district run a schoolwide program, and all Title II funds are combined in a schoolwide program, do not complete this section.
2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.
3. If funds are used for Title IIA purposes, this section must be completed.

Item #	Item	Supporting Documentation Required Documentation <i>*Examples of Supporting Documentation</i>	Comments
<b>Local use of Funds (ESEA 2123) Continued...</b>			
<b>IIA-F</b>	Title II-A funds used to reduce class size are supplementary and do not supplant non-federal funds. 2123 (b)	Financial records show that this position was not paid for with non-federal funds before reducing class size.	
<b>IIA-G</b>	Funds received must be used to supplement, not supplant, non-federal funds that would otherwise be used for authorized activities. ESEA 2123 (b) (3)	Consolidated plan Interviews Financial records	
<b>IIA-H</b>	Funds have been targeted to schools that have the lowest proportion of highly qualified teachers, are identified for school improvement 1116(b), or have have the largest class size. ESEA 2122 (b) (3)	Consolidated plan: needs assessment and action strategies and budget (reviewer will view the consolidated plan from the OPI website) Interviews	
<b>IIA-I</b>	Services provided to private schools by Title II-A is high quality professional development to teachers of core subjects. ESEA 9501 (b) (3) (B)	List of professional development activities attended by private/non-public staff.	
<b>IIA-J</b>	The activities reported in the monitoring portfolio must align with those on the approved application for the year monitored.	Compare to the approved application in the E-Grants system for the year monitored.	